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PREFACE

From A to Z, *Art and Music Appreciation* presents high-interest activities to further students' understandings of skills and concepts related to art and music. The collection of instructional tools, techniques, projects, and lessons has been designed to stretch the mind and increase problem-solving abilities while at the same time capturing and holding the students' interest and imagination.

Special features include activities:

- that use literature-based research for their design
- with established taxonomies and models for their organisational structure
- that focus on both directed and nondirected teaching methods for their delivery
- that provide options for both reinforcement and enrichment

Teachers will find extensive use of Bloom's Taxonomy of Cognitive Development, Williams' Taxonomy of Creative Thought, and Gardner's Theory of Multiple Intelligences. Higher-order thinking skills and cooperative learning experiences have been infused throughout the book to add meaning and excitement to the established art and music appreciation curricula. Activities are designed to meet Level 4 and Level 5 Arts Outcomes.

Finally, the book features a comprehensive appendix employing exemplary ideas, an overall plan for a school spirit week, journal entry starters and writing ideas, discussion sparkers, independent study topics, and authentic assessment measures including research challenges, product challenges, performance challenges, and test challenges.

In short, this book will provide educators of the middle years with a comprehensive resource featuring instructional and assessment strategies and techniques to integrate classrooms and enhance authentic instruction throughout the entire school year.



IS FOR ARCHITECTURAL WONDERS OF THE WORLD

ORIGINAL DESIGN PROJECT

DIRECTIONS

Complete one or more of the interesting architectural projects suggested below.

1. Pretend you are a cave dweller, and draw a series of “picture stories” that might appear on the inside walls of your cave home.
2. Construct three pyramids using different kinds of building materials for each one. Consider anything from paper and cardboard to clay and icypole sticks. Write up your steps for creating each structure.
3. Design a beautiful Greek building complete with ornate columns and cornices.
4. Recreate your bedroom in the form of a tower of a castle. Develop a blueprint for your tower and include details about your decorating scheme, furniture choices, and secret hiding places.
5. A garden is very important in the Japanese home. Design a Japanese garden that you would like to have in your home. Be sure to include both plants and sculptures in your garden. Write a haiku poem that conveys the essence of your garden.
6. Draw a picture of an Indian tepee complete with its own totem pole carvings.
7. Construct a building (perhaps a humpy) using natural materials, such as clay, thick wooden skewers, paddle pop sticks and bark.
8. Churches were our first public buildings. Most were simple country buildings designed to suit our hot climate. Compare and contrast churches in the future to current and past buildings.

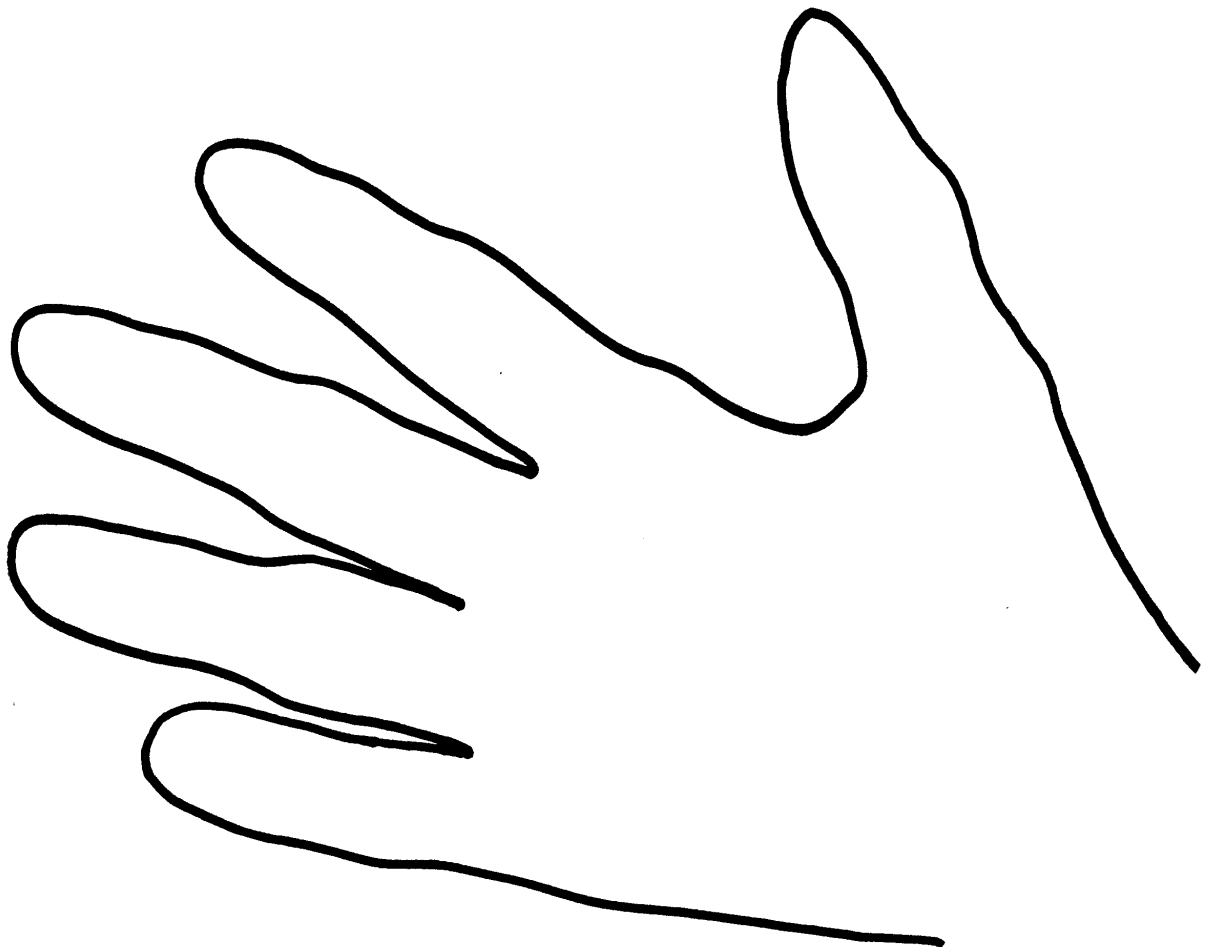


IS FOR HAND-SHAPED ART

“JUST FOR FUN” ART PROJECT

DIRECTIONS

Make the large, hand-shaped figure below into a fish, flower, or fluttering butterfly. Then trace your own left and right handprints on a piece of white paper and make them into a variety of artistic shapes, scenes, or settings. Try embellishing your artwork with crayons, coloured pencils, water colours, glitter, or textas.





IS FOR INSTRUMENTS OF THE ORCHESTRA

BLOOM'S TAXONOMY

KNOWLEDGE

Place each of the instruments listed below into one of these musical families found in every orchestra: The String Family, The Woodwind Family, The Brass Family, and The Percussion Family.

tambourine	kettle drum	snare drum
xylophone	tuba	saxophone
clarinet	cornet	oboe
marimba	flute	piccolo
violin	viola	harp
trumpet	triangles	trombone
cymbals	bass drum	French horn
cello	bassoon	glockenspiel
maraca	double bass	

ANALYSIS

Compare and contrast a classical orchestra with a modern electronic band. How are they alike, and how are they different?

SYNTHESIS

Locate a record, tape, or CD of one of the classical orchestras. Then get ready to assume the role of the conductor. Find a baton, which could be a long pencil, ruler, or stick. Now pretend you are standing in front of a giant orchestra and all eyes of the audience are upon you. Turn on the music, raise your arms, and go! Start keeping time with your baton and let the music work on you and your emotions.

COMPREHENSION

In your own words, explain the basic principle behind the labels String Family, Woodwind Family, Brass Family, and Percussion Family.

APPLICATION

Using a variety of common, household items, construct a series of homemade instruments similar to those found in an orchestra. Materials you might use are drinking glasses, cardboard boxes, rubber bands, metal cans, dried beans, paper tubes, straws, clay pots, wood pieces, nails, chamois, wooden spoons, silverware, sticks, stones, or tin pie plates. Can you put them together and make a mini-orchestra?

EVALUATION

Determine which instrument in an orchestra would be most difficult to play and give reasons for your choice. Be sure to set some criteria for making the decision.